

Health Achievement Rubric for Knollwood Report Card Grade 5

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Performance Indicators	Rubric
Understands ideas and/or general health concepts presented	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> • Written work shows evidence of secure knowledge of general health concepts/ideas presented • When presented with a health concept/idea, can respond orally or in written form immediately and correctly without hesitation • Presents secure understanding of health concepts/ideas • Demonstrates a secure understanding of the importance of applying health concepts/ideas to one's own life in a way that is beneficial
	<p style="text-align: center;">2</p> <ul style="list-style-type: none"> • Written work shows evidence of developing knowledge of general health concepts/ideas presented • When presented with a health concept/idea, can respond orally or in written form with prompting and/or guidance • Presents some understanding of health concepts/ideas • Demonstrates some understanding of the importance of applying health concepts/ideas to one's own life in a way that is beneficial
	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> • Written work shows evidence of some knowledge of general health concepts/ideas presented • When presented with a health concept/idea, response is not clearly connected to the concept or idea • Demonstrates limited understanding of the importance of applying health concepts/ideas to one's own life in a way that is beneficial
	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> • Written work shows evidence of secure knowledge of general health

	<p>concepts/ideas presented and may also demonstrate a higher level of understanding and interest</p> <ul style="list-style-type: none"> • Pushes him or herself to say more about the idea, introducing new ideas to demonstrate further knowledge • Calls on background knowledge or personal experience to support statements • Easily makes personal connections and clearly applies health concepts/ideas to their lives
Participates in focused conversations	<p>3</p> <ul style="list-style-type: none"> • In both small group and large group settings, offers ideas on topics being discussed • Contributes to conversations by adding on to ideas and asking respectful questions • Says something meaningful about the topic and connected to the ongoing conversation • Expresses ideas clearly and thoughtfully • Agrees or disagrees respectfully with others
	<p>2</p> <ul style="list-style-type: none"> • In small group settings, restates ideas and asks questions about topics being discussed • Listens during large group conversations and will speak if called upon by teacher • Looks at the person who is speaking or shows in other ways that he/she is attending to them
	<p>1</p> <ul style="list-style-type: none"> • Listens in small group setting and gives short answers to direct questions • Watches demonstrations given during large group setting • Sometimes begins talk when prompted or coached • Speaks occasionally when prompted by the teacher or fellow student • Talk is at a very literal level • Says something that may be only slightly connected to the topic • Tells a story from personal experience but doesn't explicitly connect it to the topic

E

- In both small group and large group settings, poses “what if” questions and develops new ideas, expanding topics and relating knowledge from several areas
- Is able to orchestrate the conversation in such a way that everyone participates and feels valued
- Frequently initiates talk is meaningful and connected and it invites response and discussion from others
- Asks for clarification when responding to others
- Repeats or paraphrases to verify understanding